



The Mysterious Stones of Tonga (Genre: Article. Page: 2. Reading Year Level: Year 4).

A - Did I Understand?



1. What was the last thing they did after they built the Ha'amonga?
2. What has England got to do with this article?
3. What happened in 1967?
4. How many large stones are there?
5. Explain where Tonga is in relation to NZ.

B - True or False?



Are the questions/ statements True, False or Both? Justify your answer.

1. Stonehenge is in Tonga.
2. Two holes are dug for the side stones.

C - It's the Scene

This section relates more about scenes rather than themes.

Write down as many words as you can which describe the scene/context (or part of) that the text is set in.



Score! (Genre: Article. Page: 20. Reading Year Level: Year 4).

A - Vowels and Consonants

Find the words using the clues below.



1. Consonants: 6, Vowels: 2, On Page: 21
Clue: Kids
2. Consonants: 5, Vowels: 3, On Page: 23
Clue: Not three

B - Synonyms + Antonyms



Choose three words from the text and write the following for EACH word chosen. Synonym = a word which has a similar meaning. E.g, Hot = Boiling. Antonym = another word which is the opposite of the word chosen. E.g, Hot = Cold. You may also like to do this as a Pictionary (drawing a picture of the similar/opposite meaning of the word).

C - Māori



What do these words mean? (They may or may not state it in the text). It may be Māori to English or English to Māori.

1. New Zealand
2. Oma
3. Hine

The Best Team Ever (Genre: Play. Page: 10. Reading Year Level: Year 4).

A - Using Text Picture Cues



Find the answers to these questions by using the pictures in the text you are reading.

1. How many people were holding a ball?
2. What was the time on the Ipad?
3. What was hanging off the monkey bars?
4. What was the caterpillar wearing on its' face?
5. What has a cat got to do with this play?

B - My Theme Words



Decide on a theme from the text you are reading. Then write down as many words from the text which are related to that theme.

C - Word Study



Write meanings for these words.

1. Guides
2. Costume
3. Daffodils
4. Chrysalis

A Gust of Wind (Genre: Poem. Page: 18. Reading Year Level: Year 4).

A - Antonyms and Synonyms



Choose any eight words from the text (try and use descriptive words). Then for each of the words write an Antonym (opposite) and Synonym (similar) based on each word.

For example, a word from the text could be 'run'. An antonym may be 'walk' and a synonym may be 'jog'. You could also do a Pictionary for the words.

B - Picture Cue



Relating unseen images.

What has the below image got to do with the text?



C - It's Home - New Zealand

These questions relate to NZ things.

Make a list of as many things as you can find from the text that are related to Aotearoa. It may refer to something in NZ but may not actually state it.





Up the Guts! (Genre: Story. Page: 27. Reading Year Level: Year 4).

A - My Anagrams Using the following word/s from the text, can you make new words using some/all of the letters?

Kicking Conversions



B - Odd One Out

Which is the odd one out? Remember to justify your answer by saying why you think it is the odd one out.



- | | | | |
|----------|--------|----------|------|
| 1 | Shane | 2 | Para |
| 3 | Henare | 4 | Dad |

C - What's the Q?

(You write the question to the answers given below).



- Under 9 competition.
- Two more minutes!



Where's the Information? Contents and Cover Pages

Finding other information from this School Journal.



1. Using the 'Contents' page (text).

- What did Sarah write?
- What page is the poem on?
- Which items are to do with sport?



2. Using the front and back 'Cover' pages (text).

- What month did this journal come out?
- Where are the 'Acknowledgments'?
- What is the ISBN number?



3. Using Images and Symbols.

- How many boys are on the front cover?
- How many ticks are there altogether on the back page?
- What is below the 3 small triangles?



Extra Activities that can be used with any School or Junior Journals.

1. In Summary...

Being brief, yet informative about the text.

Your job is to write no more than 1 or 2 sentences which have as much information as possible.



2. Syllables

Write down 2 words from the text that have 1 syllable, 2 words that have 2 syllables, and 2 words with more than 2 syllables, E.g. somewhere = some + where, situation = sit + u + a + tion etc.



3. Chunking

Try to find 5 words from the text that you can "Chunk" or split, so one word makes two words. E.g. Sometimes = some + times and both of these words can be used separately as well as together.



4. The Impact

Based on the text you have read, what is one thing that either had, or may/could have an impact on either the environment (local, national or international), our community, people, or a combination? Be specific/justify.



5. All Mixed Up

Using a sentence from the text, make up your own mixed up/jumbled sentence where someone tries to put the sentence in order so it makes sense. Remember to include the answer as well.



Extra Activities that can be used with any School or Junior Journals.

6. What I Thought - My Assessment/Review

Write a brief assessment/review about the text that you have been reading.

It needs to include at least the following (but it may include more - see your teacher): 1. Your grade/mark (it is up to you how you do this). 2. Who would you recommend this to be best suited for and why? 3. What you liked and disliked about it. 4. W.A.L.T (We Are Learning To...): What were you learning to do with this journal item? (What was the main objective/aim either you or your teacher wanted you to get?)



7. I'm the Author

Your job is to choose a part of the text, and then write your own paragraph into it. You may do this at the start, end, or anywhere in the middle. It must make sense and fit in to the original text. You are trying to become the author by adding your own paragraph/ideas into someone else's text to make it more factual/interesting by getting your viewpoint.



8. Replace the Words

Replace at least 5 words in the text with similar words so the meaning stays the same.

